

# Clarke Courier

Volume LVIII

Issue 5

Clarke College, Dubuque, Iowa

Friday, October 31, 1986

## Marceau mixes notes with notebooks

by Theresa Trenkamp

College may be difficult for some students, but for others, such as Brian Marceau, it is a hectic lifestyle. Marceau is continuing his education at Clarke after a 13-year break and is working full-time as a musician.

Marceau was born in Minneapolis, Minn., and lived there until he was 12 years old. He then moved to Milwaukee, Wis. After graduating from high school he attended college at the University of Iowa from 1971-73. Marceau said, "I quit college after two years because you had to declare a major and I didn't know what I wanted to do."

After college he traveled for two years and was a farm hand for two years.

Marceau then got involved in music. He said he got together with some friends just for fun and formed The Great Plains Band. People became interested in his band and they began to play for weddings and other parties.

The Great Plains Band led to a full-time job for Marceau for six and a half years, as well as some memorable experiences. "The band traveled within a five-state area and we did a tour in Alberta, Canada for eight weeks in 1977," he said. The

band broke up in 1980.

In 1980 Marceau joined a band in Dubuque called Sattletramp. He played with the band for one year. During this time he met Annie Henkels, a 1977 Clarke graduate, and formed a two-piece, Annie and Brian. Together they formed a successful duet which is still going strong today. "I never thought Annie and I would last this long or be this successful," he said.

Annie and Brian perform at night clubs, weddings and parties. They have performed at Clarke. They also appear at The Tollbridge Inn in Dubuque every Thursday night.

Marceau is also in The Mississippi Band, which he joined in 1983. He sings, plays the guitar and the keyboards. "My music is a full-time job that keeps me busy at least five nights a week."

The only music lessons Marceau ever took were piano lessons in the second grade, which he hated. He said that everything he knows about music is self-taught.

Marceau also has another full-time schedule as an art major. He is hoping to have a career in commercial art, design or graphic art after graduation. His goal is to get a more conventional job once he's finished

at Clarke. "Hopefully when I'm 40 I will have a nine-to-five job," he said. "I could never give up my music completely, but I would like to continue doing it part-time or just for fun."

Marceau said he chose Clarke because of the reputation of the art department and the geographical location. It is also close to the area where he performs.

"I have a very hectic schedule with school and my music career. The first week back to school was very hard for me to adjust to, but once I learned to give up sleep it all worked out," Marceau said.

Marceau's music career keeps him busy and on a tight schedule. He

said, "It's great to make a living at something most people consider a recreation. The best thing about performing is that you get instant feedback from your audience. Either they clap for you or they throw something at you." Fortunately, no one has thrown anything at him yet.

Marceau said his music career serves a double purpose, pleasing his audience and his social life. Because of the type of job he has, he has the opportunity to socialize with his audience. He said he couldn't survive without a social life and, with his schedule, it's difficult for him to go out and socialize.

Annie and Brian are a socializing duet. When singing, they like to get

the audience involved by singing along to some of their songs. They also invite others to sing a song with them or do a solo. Annie and Brian think of their audience as friends, and both can be seen socializing with their audience during breaks.

Marceau's ability to socialize has helped him out a great deal with starting school again. "I'm very impressed with Clarke. I heard so much about the school and how friendly the students and faculty were and it proved to be true." Marceau is also impressed with the individual help a student receives from the faculty when problems occur. "I'm a lot happier with school than I thought I would be. I really enjoy it."



Brian Marceau takes time out from his studies to provide impromptu entertainment in the Clarke Union. (Photo by Theresa Trenkamp)

## Faculty senate eyes change in graduation requirements

by Judy Bandy

A liberal arts education has been defined as, "the subjects of an academic college course, including literature, philosophy, languages, history and survey courses of sciences, as distinguished from professional or technical subjects; an education which provides the student with a broad, cultural background."

Over the past 15 years, most liberal arts colleges have strayed in varying degrees from a truly liberal arts curricula in the strict sense of the definition. Students' demands and societal pressures have, over the past decade, persuaded most institutions to opt for an open curriculum and a more laid-back atmosphere.

However, recent surveys among students and faculties nation-wide, indicate a desire to get back to the basics. Recent Clarke Senate Faculty meetings have focused on rekindling the traditional approach to the liberal arts, while acknowledging the importance of technology as part of modern culture.

Possible changes in future graduation requirements include mandatory courses in computer science, math, literature, philosophy and religion, fine arts, social studies and a lab science.

"We think most students are realizing that technology carries with it questions of ethics and values that must be judged from esthetic, historical and philosophical viewpoints," said S. Diana Malone, faculty senate chair. "That a student can

spend four years here and never see the inside of a science lab, touch a computer, or be exposed to a literature class is contradictory to the concept of providing a total educational experience," she said.

Proposed changes in the weighting system of grading and the number of hours needed for graduation are also being explored. "Under consideration is a proposal to add numerical values to the plus and minuses," said S. Margaret O'Brien, academic dean. "At present, the student who gets a B minus, gets the same grade point as the student who gets the B plus," she said. "We feel that this is unfair to the students who are striving to achieve good grades."

Malone said that Clarke is presently at the low end for number of hours required for graduation. "In the past 10 years, required hours have dropped from 128 to 120. We'd like to see it at 126 or above," she said.

The students who consistently get C minuses will not be happy with the new proposal. They will also not be able to graduate," added Malone. "But we believe that most students would appreciate grade points being raised."

O'Brien said that ultimately, each department will evaluate and refine the number of courses needed to fill its requirements.

Malone stressed that the college is not trying to make it tough on anyone. "We care about the students and we want them to get the maximum amount of education for the money spent," she said.

## Daly seeks new challenges

by Susan Donovan

Monday, October 27, was Jane M. Daly's last day as Clarke College's public relations director. Daly has held the position since June of 1983.

During those three years Daly has won two national awards for her work as public relations director; but, Daly doesn't judge her performance by her awards. She thinks in terms of the public's opinion of Clarke. "I would like to think if you asked people on the street today what image they have of Clarke College that they would have a positive response. If they thought Clarke was alive and thriving and were more aware of all Clarke has to offer then that would be the measure of success that I've had at Clarke," said Daly.

"Our office deals with a lot of intangible things. Work and effort may take years to pay off. You can't expect to have immediate results," said Daly. Daly's effort was evident in last week's dedication ceremonies. She was chairperson of the event. Daly not only hosted national figures, but was able to show the new image of Clarke to the community. S. Catherine Dunn, president, was im-

pressed with Daly's effort and commented, "Jane has been a tremendous asset to the college. She is a marvelous example of a Clarke alum. She has just done a marvelous job in whatever her hand touches."

Daly was in the graduating class of 1978. During her second semester of her senior year Daly held an internship position with the Burlington Hawk Eye, her hometown newspaper. Daly said, "I had tremendous guidance. My superiors showed a personal interest and I was eager to learn." From there Daly moved on to the Garden City Telegram in Kansas. That paper had a circulation of 10,000. She covered the education section of the daily paper. Eventually she became the editor of the weekly business and religion section where she was responsible for layout. She was employed at the Telegram until September, 1980.

Daly went back to the Hawk Eye in Burlington where she became the Sunday Editor. She was responsible for the entire production of the Sunday paper. Circulation at that time was 23,000. She worked there until

May of 1983, when she had the opportunity to come back to Clarke as the public relations director.

"I wanted to see if I had the skills in other areas," said Daly. It was actually at the Hawk Eye where she was once again exposed to the "upbeat atmosphere of education and colleges", when she covered the installation of the Iowa Wesleyan College President for the Hawk Eye.

Daly says she wanted to get involved in the excitement and the position at Clarke would provide her with that opportunity.

"I've become aware of the ways I need to grow to advance," said Daly. She is now moving to another college in Selinsgrove, Penn. At the University of Sesquehanna, Daly will be the director of public relations and the publications director.

To the students at Clarke, Daly offers this advice, "I wish students would really take advantage of all the opportunities that Clarke offers outside of the classroom. Become involved. The college is more than what goes on inside the classroom. Clarke has taught me to relate to many people. College is learning to live."

## Inside

Clarke Festival of Dedication captured on film.

See pages 2 and 3.

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Archbishop Daniel Kucera departs after blessing the cornerstone of Clarke's new buildings. (photo by Kathy Wieland)

## Festival of Dedication

Clarke's six-day celebration to dedicate the opening of its new multimillion dollar facilities provided student photographers ample opportunity to hone their skills. Captured on these pages are glimpses of some of the many activities that took place from October 17 until October 22.



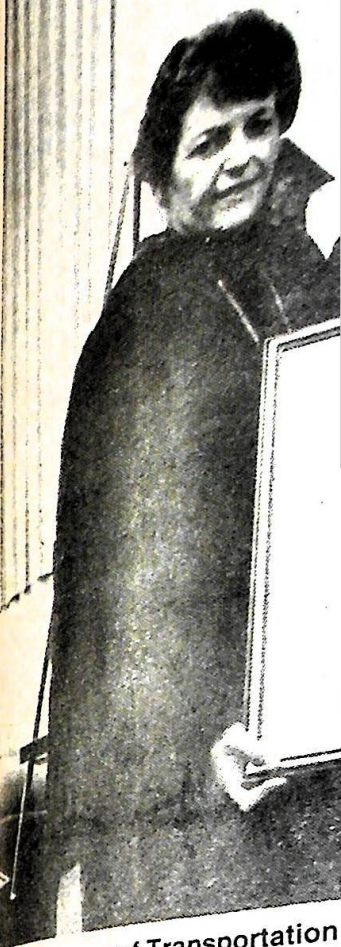
Flagbearers Lisa Hawks and Ann Leibold lead the faculty procession from TDH after the convocation. (Photo by Sue Dixon)



Clarke Student Association President Lisa Hawks addresses the crowd at dedication ceremonies. (Photo by John Kemp)



Iowa Governor Terry Brandstad, Sister Catherine Dunn and architect 'Vic' Vickery pause for the camera. (Photo by Sue Dixon)



U.S. Secretary of Transportation Catherine Dunn while trustee, R



Clarke's new atrium served as the not yet ready. (Photo by John Kemp)



Members of the class of 1930 (Photo by Sue Dixon)



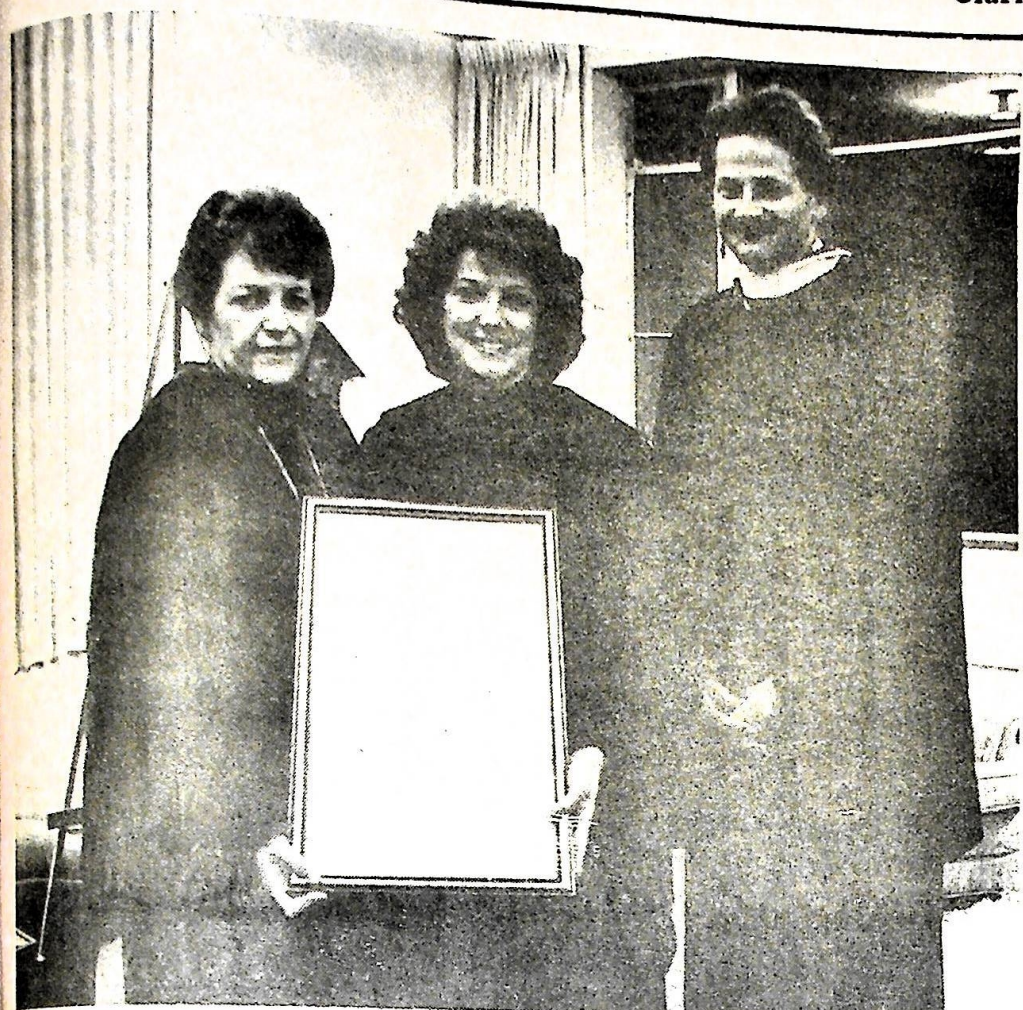
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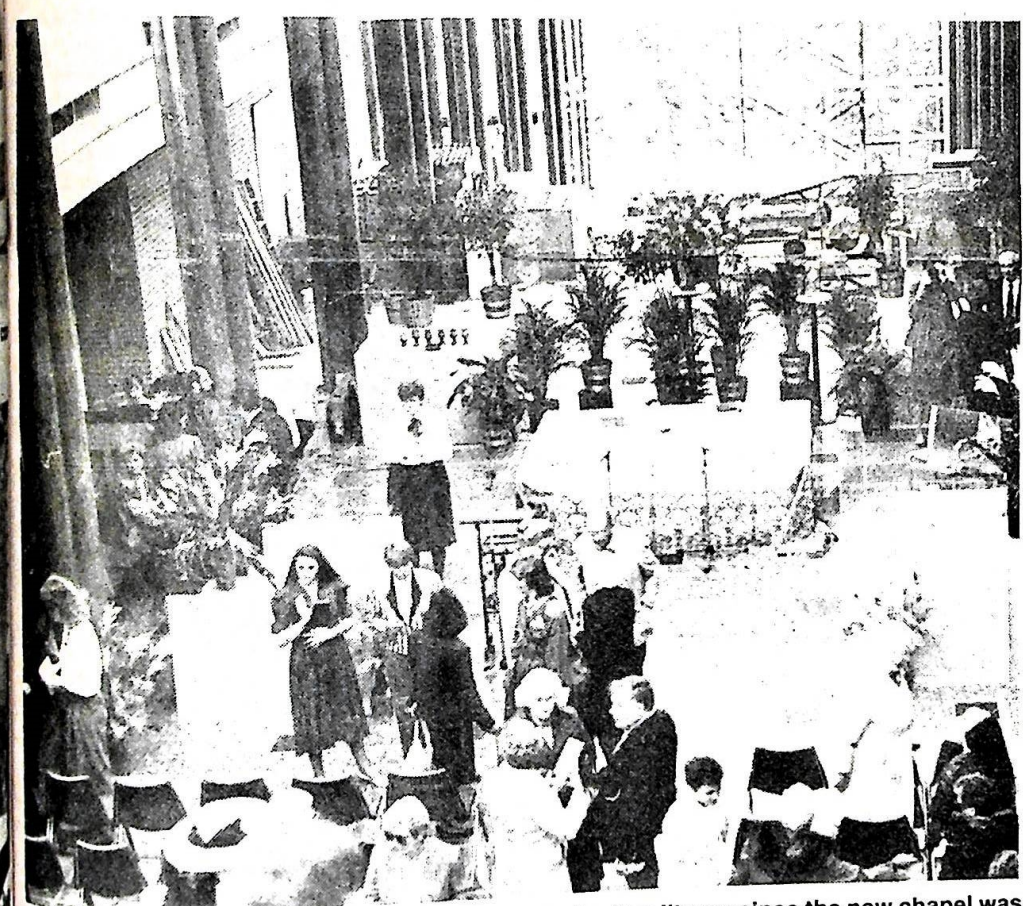
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U.S. Secretary of Transportation, Elizabeth Dole, receives an honorary degree from Sister Catherine Dunn while trustee, Richard Hartig, looks on. (Photo by Sue Dixon)



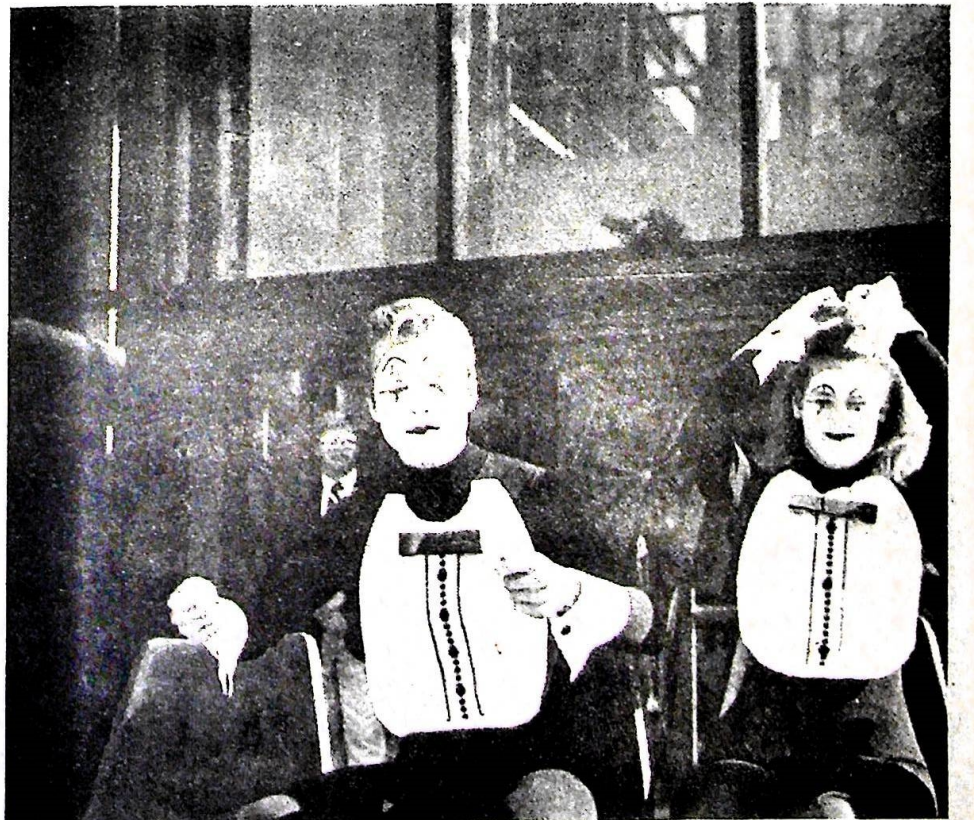
Bagpipe music added to the festive atmosphere of the ribbon cutting ceremony. (Photo by John Kemp)



Clarke's new atrium served as the location for dedication liturgy since the new chapel was not yet ready. (Photo by John Kemp)



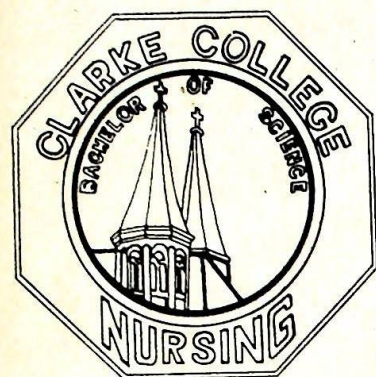
Members of the class of 1936 pose for a group photo following the alumni luncheon. (Photo by Sue Dixon)



Mimes entertain for an appreciative audience "on the boardwalk" during dedication weekend. (Photo by John Kemp)



# Early breast cancer detection is important in saving lives



by Elaine Wheeler

For over 50 years, until cigarette smoking put lung cancer in 1st place, breast cancer was the number one cause of cancer deaths among women. Breast cancer will be discovered in an estimated 1600 women in Iowa this year and will claim the lives of 550 Iowa women.

Until recently, breast cancer facts resulted in paralyzing fear among women, fear of death and fear of disfigurement from radical surgery. Fear is a factor in the small number of women who do breast self-exams for themselves each month. Less than one-third of women, including health care professionals, do breast self-exams. What else can be done to cope with breast cancer in women?

The American Cancer Society has formulated a list of risk factors for breast cancer, but the most important factors are: being a woman and living past the age of 50. A distillation of other factors that put women more at risk of developing breast cancer includes a personal or family history of breast cancer and having a greater number of menstrual cycles in a lifetime than other women. For example, research indicating women with more education are at higher risk can be explained by the fact that those women postpone having children. Highly educated women have fewer children than women with less education and therefore have more total menstrual cycles. Research on Catholic nuns, which documented a higher risk of breast cancer, can be explained in a similar manner.

While breast self-exams are a valuable procedure, there is another valuable tool for women to reduce the risk of dying of breast cancer. Mammography is a process in which a low dose X-ray is used to screen women without symptoms and to aid in diagnosis of breast symptoms such as lumps, thickening or nipple discharge. Mammography detects most breast cancers 2-4 years before they would be picked up by exams alone, even in a physician's office.

What about the risks of X-rays that

we've heard so much about? The benefits can be greater than the risks if women utilize mammography that is low dose and delivered by a machine that is "dedicated." That means the low dosage is ensured by the fact that the machine is used only for breast tissue, and the dosage is never adjusted upward for the use in other X-ray procedures. Mammography should be used on a schedule, that is, not over used, according to the recommendations of a radiologist.

Mammography should be adopted by all women as periodic screening in the same way that pap smears are a part of an annual exam. The following is the recommendation of the American Cancer Society and my modification for women at greater risk:

## ALL WOMEN: (no special risk)

35 years old: baseline mammography  
40-50 years old: mammography every 1-2 years  
50 years and older: every year

## WOMEN AT GREATER RISK: (mother or sister with breast cancer; women with greater number of menstrual periods)

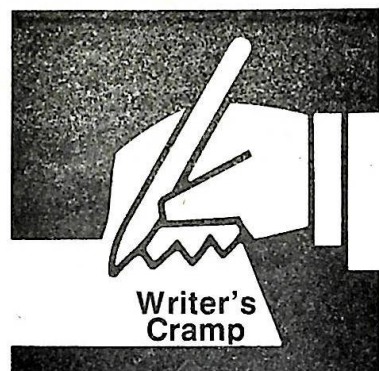
30 years old: baseline mammography  
35-40 years old: every 1-2 years  
40 years old and older: every year

Mammography with new equipment is painless and requires only 15-30 minutes. By using mam-

mography, women can assure that breast cancer is detected while it is still confined to the milk duct or is still very small (under 5mm). At this stage of detection, virtually all women survive 10 years, after which researchers stop measuring. These early breast cancers are treated by removal of the lump only. All women should insist on this. The nightmare of total breast removal, muscle loss and loss of strength are not needed for early breast cancer.

Predictions are that the number of cases of breast cancer will not decrease in the near future, especially with the increasing exposure to environmental contaminants, but the survival rate is increasing and can be even better if women use mammography, as well as self-exams to detect early breast changes.

# How to become a great date



by Brian Baker

Being the unofficial social director of Clarke College, I am frequently asked by members of the student body how to go about obtaining a date. I usually snicker at this question because my last date was sometime in the early part of this decade and was a complete disaster. But, remembering the old adage, "Those who can't do, teach," I present the following advice to those seeking a more active dating life.

First, remember that the reason for going on a date is not to have fun. "Fun" could be achieved much more easily with a bottle of Jack Daniels and a videotape of Back to the Future or by going shopping. The first purpose of going on a date is to be seen. The best way to do this is to bring your date to the union before leaving. Other good ways are to use the lobby sentries in Mary Ben and Mary Jo.

Suggestions on where to go to be seen: Perkins, also known as the

Clarke Union Annex; The Brass Ring, Dubuque's mecca for preppies and the "in" crowd; any community plays or foreign films, because after twenty minutes of culture no one in the theater knows, or cares, what is happening and spies on everyone else; Gomers, for that romantic, yet warlike atmosphere; or the mall, where Dubuque's finest citizens come to stare at each other instead of the television.

This brings up another very important concept in learning how to date successfully. You must be able to fit your personality to the situation. Some call it hypocritical. I call it chameleon-esque. Here are some ideas on how to be versatile for that special someone.

## Be Sensitive

Men: Women are suckers for the artsy-craftsy kind of guy. Before your next date, run to St. Vincent's and pick out a 1968 suit and topcoat. Then, go to a used bookstore and buy the cheapest thing by Kafka, Camus, or Sartre. When on the date, sigh a lot. When she asks what's wrong, say stuff like, "I am overcome by the human dilemma," or "Matter is decaying." Take her to dinner at the new French Cafe and order sprouts. Don't bring any money and she'll think you're a real artist.

## Be Macho

This one works for women after Sigourney Weaver's stellar performance in Aliens. Give up all forms of personal hygiene in order to affect a more earthy, natural musk. Go someplace competitive, like a profes-

sional wrestling match or a hockey game. I also recommend stopping at Dr. B's for some time with violent video games or a quick game of 9-ball. Talk constantly about your car and the Bears.

## Be The Life Of The Party

Everyone enjoys being with someone who thinks they are talented or famous. At your next large social gathering put a lampshade on your head and do your version of Hooked on a Feeling by Blue Suede.

You can tell extremely loud and long stories about your life's adventures or about winning first place in a belching contest. Yell, "We're all protoplasm!" and prove it by shotgunning three beers. Tell someone's grandmother that you want to make babies.

Pour beer in the fishtank and teach the cat to smoke. Play the latest Bon Jovi album on your armpits. Eat a tube of Preparation H and see what happens.

By this time the party should be reaching its climax, so suggest playing a game of naked Twister.

If none of this works, it's all right. Always remember that heat cannot pass from a colder body to a warmer one. If all else fails, you can always tell the truth. But I'm not sure I recommend that.

This column owes its existence to John Siegworth, who gave me the idea for the title and content. The views presented here are my own and do not necessarily reflect upon the views of Courier staff. Space is always provided for opposing views.

# Zirtzman tackles student life

by Kelly Smith

After losing his farm, Dave Zirtzman decided to take advantage of Clarke's farm-aid scholarship program and return to school.

It has been 20 years since he last attended school. "I remember that first day," said Zirtzman. "My knees were knocking and my hands were sweaty, you know, the whole fright trip."

Since that first day, Zirtzman said he has met a lot of "really fantastic people," and that he has received a tremendous amount of support from everyone. Both traditional and non-traditional age students are very helpful. "They are the greatest, most supportive people I've ever met, and it sure makes the learning experience a lot easier," said Zirtzman.

As an older student, Zirtzman feels that he is really ready for school. He said that he has "been out in the world and found that without an education beyond high school, the only thing to hope for is survival."

Born and raised in Delaware County, Zirtzman has worked as a

dairy farmer most of his life. He now lives in Manchester with his wife, Rita, and their six children.

When Zirtzman gets home and sits down to write a paper or study for a test he tells "the rest of the family to stay as far away from me as possible because I have a tendency to turn into a real bear when I'm bothered," he said. "We have special times set aside for when I'm a father, husband or student."

Zirtzman said that he has "a strong desire to succeed." He said that life itself is a learning experience and that many people, without a degree, could possibly handle a position filled by a college graduate.

Zirtzman is currently pursuing a degree in communications and would someday like to be in public relations or personnel work.

He appreciates the value of a liberal arts education and the many areas that a degree in communications will allow him to explore.

Zirtzman said that communicating

is something people do "everyday throughout their natural lives. Why not get paid for it?"

He hopes to complete his education in four years and graduate with his oldest son Kurt.

Returning to school seems to have sparked some interest in Zirtzman's wife. "We can't afford to have both of us in school at the same time," he said, "but she has indicated a desire to return to school when she is a graduate. Rita feels that she has a full-time job as a mother." He said her schedule is pretty full, but that she does find time to help him with his studies and that she shows some interest in all of the subjects he is taking.

Zirtzman said there were six individuals who were given the opportunity to return to school under the farm-aid program. Of the six that he has been able to speak with, "We all seem to relate to the same feeling of walking through those doors for the first time. As far as I know, they are all doing fairly well."

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## Clarke Courier

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The Courier welcomes any comments or letters to the editor. All letters must be signed. The editor reserves the right to edit letters when necessary and to refuse letters unsuitable for publication. All correspondence should be addressed to the Courier, Box 596.

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Production: Judy Bandy, Sue Dixon, John Kemp, P. Marie Rank, Kelly Smith and Theresa Trenkamp.

Photographers: Jim Goetz and John Kemp.  
Adviser: Mike Acton



Starts Fri., Oct. 31

## SKY BANDITS

1:05, 3:15, 5:15, 7:25 & 9:20

Starts Fri., Oct. 31

## RUNNING SCARED

1:30, 4:05, 7:05 & 9:20

## TRICK OR TREAT

1:05, 3:05, 5:10, 7:20 & 9:15

Starts Fri., Sept. 26

## CROCODILE DUNDEE (PG-13)

1:00, 3:10, 5:05, 7:10 & 9:25

## PEGGY SUE GOT MARRIED

1:10 3:20 5:20 7:25 & 9:35

## STAND BY ME (R)

1:15, 3:15, 5:15, 7:10 & 9:10

## The Color of Money

1:25 4:10 7:00 & 9:10

## TOP GUN (PG)

1:20, 4:00, 7:00 & 9:25

Volume LVII

Clarke's new audiovisual director because he specializes in media and broadcast. Marco earned his B.A.M. from the University of Illinois in communications and theater. He also has a Chicago City College and Associates of Arts degree. Working with students at a media coordinator at Chicago from 1976-78. Marco has a 100% record in all supervised learning resources, including monthly and special publications.

Marco worked for the Department of Developmental Disabilities from 1978-79 as a Structural Media Producer. He designed and produced video and slide/tape programs for development needs. He was responsible for all video and production equipment as well as supervision of staff and library personnel.

Marco was the media producer at St. Francis Hospital in Chicago from 1979 to the time he was

Personal provides

by Jo Ann Turner

Nestled at the end of the hallway of Mary Josita, is a nicely furnished room with a door that reads, "Personal Growth Center." Inside, student Susan Harnish, director of the Personal Growth Center,

Harnish said her commitment to help Clarke students with problems they have by being available to talk on a one-to-one basis is the place for the students to go when they need assistance with decisions," said Harnish. "They need to talk through something wonderful has happened and they just want to share with someone else, I'm here."

more involved with student life in the classrooms rather than in the academic way. "A student might have difficulty speaking with an instructor, or maybe they are not working on something that is more of an interest and value to the students. Harnish said she is working with departments on seminars and general work around topics that are of interest and value to the students.

Harnish said she is working on a workshop on how to write a good resume. "Every student needs to know how to write a resume," she said. "It is done by putting their strong points and putting them on paper and putting them in a resume." Harnish also said that